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ABSTRACT

The "course-taking" patterns of students in the seven colleges of the Hawaii Community College system have remained relatively stable over the past five years. As in the past, two-thirds of the total student credit hours (SCH) were generated in general education, and SCH in the Humanities comprised almost one-third of the total. Vocational students continued to take almost 80 percent of the SCH in vocational education, but the percentage of Liberal Arts majors taking vocational courses increased from 11 percent in 1971 to 15 percent in 1975. Liberal Arts students took 65 percent of the SCH generated in general education, while vocational and unclassified students took 28 percent and 5 percent respectively. Certificate students took 69 percent of their work in vocational courses, whereas degree students and "other" students (unclassified and special) took 66 percent of their work in general education. Liberal Arts students have taken the bulk of their work in general education over the years (92 to 89 percent, 1971-1975), vocational students have taken most of their work in vocational courses (59 to 61 percent, 1971-1975), and unclassified students have taken most of their work in general education (71 to 68 percent, 1971-1975). Tables and graphs are appended. (DC)

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University of Hawaii
Office of the Chancellor for Community Colleges
Institutional Research Unit

CC-IRP 87
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THE ACADEMIC CROSSOVER REPORT
COMMUNITY COLLEGES
FALL 1975

Introduction

Data on the kinds of courses different student majors take and the "clientele" served by the different academic departments have been of value for various planning, evaluating purposes. The data have implications for developing staffing plans, physical facilities plans, cost projections, etc. This is the fifth report describing the "crossover" patterns at the community colleges.

Source of Data

Computer reports 2524 B and C based on the student registration computer tape generated as of October 15, 1975, were used as the primary source of data. Included are the SCH (Student Credit Hours) generated by all students taking credit courses including the various groups of special students. The course equivalency table developed earlier (CC-IRP 82) was used as a reference point in clustering certain courses to insure common input of data elements in the various subject categories for the different campuses.

Limitations

The content of some courses designed for certain vocational majors is in the "gray" zone, i.e., some may be considered "general education" in content. These courses were placed in the general education category. To that degree, the proportion of SCH in the general education course areas may be "inflated" and "deflated" in the vocational course areas. Such data are footnoted. This meant overall proportionate differences of about 1 to 4 percent by college. (The proportionate deflation-inflation factor for the program, however, is much greater.) Further details are available in the Institutional Research Office. (See Appendices A and B for the "clustering" scheme: which student majors and courses are grouped in the different sub-headings.)

Total SCH data differ slightly from CC-IRP 84, "Faculty Workload," because adjustments were made to Computer Report 3010-3011 (on which CC-IRP 84 was based) to reflect campus practices.

Data on Hawaii Community College are included for the first time. Slight proportionate changes (about 1 to 2 percent) in the community college system data (as shown in figures 1 and 2) compared to CC-IRP 74 are due to this.

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Highlights

I. What was the "client-serving" pattern of the different academic disciplines? (Table II, Figure 1):

a. General Education: as in past years Liberal Arts majors were the biggest consumers of general education courses. They took 65 percent of the SCH generated in General Education (63 to 65 percent over the years). Vocational majors and unclassified students took 28 and 5 percent respectively, of the SCH generated in General Education.

b. Vocational Education: Vocational majors continued to take almost eight-tenths of the SCH in vocational courses (78 to 80 percent over the years). Noteworthy is that each year Liberal Arts majors have been generating a greater proportion of the SCH in vocational courses. (11 percent in 1971, 15 percent in 1975.)

II. What was the course-taking pattern of students?

a. By educational objective (Table I):

(1) Certificate students took 69 percent of their work in vocational courses while degree students (A.A. and A.S. candidates) and "other" students (unclassified and special) took two-thirds of their work in general education. This pattern has remained stable over the years.

(2) Certificate students took 79 percent of their work in courses below 100; degree students took 62 percent in courses above 100.

b. By majors (Table II and Figure 2):

System-wide data over the years show a relative stable and expected course-taking pattern by different student majors:

(1) Liberal Arts students have taken the bulk of their work in general education courses over the years (92 to 89 percent, 1971-1975).

(2) Vocational students have taken most of their work in vocational courses (59 to 61 percent, 1971-1975).

(3) Unclassified students have taken most of their work in general education (71 to 68 percent, 1971-1975).

III. What are other noteworthy observations?

a. As in past years, almost two-thirds of the SCH were generated in the general education area (64 percent this fall). (Campus variations: 38 to 95 percent of SCH in general education.) As in past years, SCH in the Humanities comprised almost a third of the total (31 percent).

b. Well over half of the SCH taken (59 percent this fall) were in courses numbered 100 and over compared to about half in fall 1971. This perhaps reflects the changing course numbering practices at the various colleges. (Campuses varied from 31 percent SCH to 88 percent SCH in courses over 100.)

c. About two-thirds of the SCH below 100 (60,302 of 93,645) were in the vocational areas.

d. Early admits took 75 percent of their work in general education, 25 in vocational education. The 1642 SCH attributed to them represent about 1 percent of the System's total. (The proportions last fall were 82 percent general education, 18 percent vocational.)

e. Concurrent registrants took 59 percent of their work in general education. The 1382 SCH attributed to them also comprise about 1 percent of the System's total.

Summary

The "client-served," "course-taking" patterns at the seven community colleges have remained relatively stable over the past five years. There were some variations, however, system-wide and by individual campus, i.e., slightly more of the SCH taken by liberal arts majors were in the vocational fields, and certain vocational majors took slightly more of their work in general education.

What are the implications of the data for curriculum planning? What guidelines should be established in assigning course numbers?

TABLE I
DISTRIBUTION OF SCH BY SUBJECT AREA AND BY EDUCATIONAL OBJECTIVE
COMMUNITY COLLEGES
FALL 1975

Note: Percentages have been rounded; will not always total 100.0 or the sum of the parts.

Subject Area	T O T A L* 21,156 Stud (100%)		Certificate 1,486 Stud (7%)		Degree 17,073 Stud (81%)		Other** 2,597 Stud (12%)	
	SCH	V%	SCH	V%	SCH	V%	SCH	V%
TOTAL SCH	229,110	100	16,634	100	196,254	100	16,222	100
Cat. No. 000-099	93,645	41	3,085	79	74,526	38	6,034	37
Cat. No. 100-299	135,465	59	3,549	21	121,728	62	10,188	63
GENERAL & PRE-PROF	147,725***	64	5,107	31	131,913	67	10,705	66
Cat. No. 000-099	33,343	15	3,236	19	27,945	14	2,162	13
Cat. No. 100-299	114,382	50	1,871	11	103,968	53	8,543	53
Humanities	70,816	31	2,215	13	63,184	32	5,417	33
Cat. No. 000-099	15,020	7	1,240	7	12,699	6	1,081	7
Cat. No. 100-299	55,796	24	975	6	50,485	26	4,336	27
Natural Science	36,990	16	1,908	11	32,835	17	2,247	14
Cat. No. 000-099	14,851	6	1,627	10	12,473	6	751	5
Cat. No. 100-299	22,139	10	281	2	20,362	10	1,496	9
Social Science	36,940	16	938	6	33,205	17	2,797	17
Cat. No. 000-099	3,226	1	365	2	2,541	1	320	2
Cat. No. 100-299	33,714	15	573	3	30,664	16	2,477	15
Other, General Ed	2,979	1	46	<1	2,689	1	244	2
Cat. No. 000-099	246	<1	4	<1	232	<1	10	<1
Cat. No. 100-299	2,733	1	42	<1	2,457	1	234	1
VOCATIONAL	81,385#	36	11,527	69	64,341	33	5,517	34
Cat. No. 000-099	60,302	26	9,849	59	46,581	24	3,872	24
Cat. No. 100-299	21,083	9	1,678	10	17,760	9	1,645	10
Business Education	35,006	15	5,211	31	27,385	14	2,410	15
Cat. No. 000-099	28,262	12	4,817	29	21,468	11	1,977	12
Cat. No. 100-299	6,744	3	394	2	5,917	3	433	3
Education	834	<1	15	<1	741	<1	78	<1
Cat. No. 000-099	0	0	0	0	0	0	0	0
Cat. No. 100-299	834	<1	15	<1	741	<1	78	<1
Health Service	4,586	2	1,536	9	2,771	1	279	2
Cat. No. 000-099	1,993	1	1,524	9	258	<1	211	1
Cat. No. 100-299	2,593	1	12	<1	2,513	1	68	<1
Hotel & Food Serv	5,063	2	1,115	7	3,695	2	253	2
Cat. No. 000-099	1,168	1	112	1	1,016	1	40	<1
Cat. No. 100-299	3,895	2	1,003	6	2,679	1	213	1
Public Service	7,571	3	209	1	6,573	3	789	5
Cat. No. 000-099	1,851	1	28	<1	1,722	1	101	1
Cat. No. 100-299	5,720	3	181	1	4,851	2	688	4
Technology	26,314	11	3,226	19	21,428	11	1,660	10
Cat. No. 000-099	25,188	11	3,153	19	20,531	10	1,504	9
Cat. No. 100-299	1,126	<1	73	<1	897	<1	156	1
Other, Vocational	2,011	1	215	1	1,748	1	48	<1
Cat. No. 000-099	1,840	1	215	1	1,586	1	39	<1
Cat. No. 100-299	171	<1	0	0	162	<1	9	<1

*Total headcount of students, number of student majors and total SCH may differ from earlier reports (CC-IRP 83 and 84). This report includes special student and excludes students with SCH data missing. Total SCH differs from the figure shown in CC-IRP 84 since data for that report represent updated, edited figures.

**Includes unclassified students, special students and students for whom data on educational objectives were missing.

***Includes 5578 SCH in courses designated as vocational by the colleges and excludes 633 SCH in courses designated as general education by the colleges. See individual campus data and Appendix B for specific courses.

#See above footnote for adjustments made.

Source: SER Computer Report 2524B, October 15, 1975.

TABLE II
SCH TAKEN BY MAJORS IN VARIOUS SUBJECT AREAS AND THE DISTRIBUTION OF SCH IN PROGRAM AREAS BY MAJORS
COMMUNITY COLLEGES
FALL 1975

Note: Percentages have been rounded; will not always total 100.0 or the sum of the parts.

Subject Area	TOTAL* 21,156 Stud SCH	V%	MAJOR: LIBERAL ARTS 9,798 Stud SCH	V%	VOCATIONAL: Sub-Total 8,761 Stud SCH	V%	Business Ed 3,830 Stud SCH	V%	Education 157 Stud SCH	V%	Health Svc 481 Stud SCH	V%	Hotel/FSer 454 Stud SCH	V%	Public Svc 1,084 Stud SCH	V%	Technology 2,755 Stud SCH	V%	UNCLASSIFIED & AUDITORS 1,893 Stud SCH	V%	NO DATA 143 Stud SCH	V%	SPECIAL STUDENTS: Early Adm 286 Stud SCH	V%	Conc Reg 271 Stud SCH	V%	Other 4 Stud SCH	V%
TOTAL SCH (E%)	229,110 (100)	100	108,707 (47)	100	104,181 (46)	100	42,831 (19)	100	1,987 (1)	100	6,286 (3)	100	5,672 (2)	100	11,092 (5)	100	36,403 (16)	100	11,740 (5)	100	1,431 (1)	100	1,842 (1)	100	1,382 (1)	100	27 (<1)	100
Cat. No. 000-099	93,645	41	20,011	18	67,600	65	30,429	71	308	16	2,291	36	1,695	30	3,389	31	29,488	81	4,068	35	918	64	614	33	422	31	12	44
Cat. No. 100-299	135,469	59	88,696	82	36,581	35	12,402	29	1,679	85	3,995	64	3,977	70	7,613	69	6,915	19	7,672	65	513	36	1,028	63	960	69	15	56
GENERAL & PRE-PROF (E%)	147,725** (100)	64	96,315 (65)	89	40,705 (28)	39	17,305 (12)	40	1,442 (1)	73	1,974 (1)	31	1,369 (1)	24	4,837 (3)	44	13,778 (9)	38	7,930 (5)	68	721 (<1)	50	1,231 (1)	75	820 (1)	59	3 (<1)	11
Humanities (E%)	70,816 (100)	31	47,699 (67)	44	17,700 (25)	1	8,365 (12)	20	501 (1)	25	396 (1)	6	704 (1)	12	1,965 (3)	18	5,769 (8)	16	4,019 (6)	34	331 (<1)	23	584 (1)	36	485 (1)	35	0 (0)	0
Natural Science (E%)	36,990 (100)	16	21,651 (58)	20	13,092 (35)	13	337 (12)	10	240 (1)	12	1,226 (3)	20	397 (1)	7	1,066 (3)	10	5,826 (16)	16	1,535 (4)	13	172 (<1)	12	369 (1)	22	171 (<1)	12	0 (0)	0
Social Science (E%)	36,940 (100)	16	25,078 (68)	23	9,065 (26)	9	4,47- (12)	10	238 (1)	12	290 (1)	5	261 (1)	5	1,742 (5)	16	2,061 (6)	6	2,159 (6)	18	211 (1)	15	266 (1)	16	158 (<1)	11	3 (<1)	11
Other, General Ed (E%)	2,979 (100)	1	1,887 (63)	2	848 (29)	1	130 (4)	<	463 (16)	23	62 (2)	1	7 (<1)	<1	64 (2)	1	122 (4)	<	217 (7)	2	7 (<1)	<1	12 (<1)	1	8 (<1)	1	0 (0)	0
VOCATIONAL (E%)	81,385*** (100)	36	12,392 (15)	11	63,476 (78)	61	25,526 (31)	60	545 (1)	27	4,312 (5)	69	4,303 (5)	76	6,165 (8)	56	22,625 (28)	6	3,810 (5)	32	710 (1)	50	411 (1)	25	562 (1)	41	24 (<1)	89
Business Education (E%)	35,006 (100)	15	8,098 (23)	7	24,498 (70)	24	23,695 (68)	55	22 (<1)	1	166 (<1)	3	84 (<1)	1	202 (1)	2	329 (1)	1	1,702 (5)	15	240 (1)	17	166 (<1)	10	253 (1)	21	9 (<1)	33
Education (E%)	834 (100)	<1	306 (37)	<1	450 (54)	<1	15 (3)	<1	357 (43)	18	0 (0)	0	0 (0)	0	0 (0)	0	78 (9)	<	30 (4)	<1	0 (0)	0	0 (0)	0	48 (6)	3	0 (0)	0
Health Service (E%)	4,586 (100)	2	171 (4)	<1	4,336 (90)	4	52 (1)	<1	0 (0)	0	4,074 (88)	65	1 (<1)	<1	6 (<1)	<1	3 (<1)	<	195 (4)	2	80 (2)	6	4 (<1)	<1	0 (0)	0	0 (0)	0
Hotel & Food Serv (E%)	5,063 (100)	2	296 (6)	<1	4,514 (89)	4	262 (5)	1	16 (<1)	1	68 (1)	1	4,140 (82)	73	0 (0)	0	28 (1)	<	225 (4)	2	0 (0)	0	10 (<1)	1	15 (<1)	1	3 (<1)	11
Public Service (E%)	7,571 (100)	3	744 (10)	1	6,038 (80)	6*	35 (<1)	<1	6 (<1)	<1	0 (0)	0	2 (<1)	<1	5,750 (76)	52	245 (3)	1	692 (9)	6	30 (<1)	2	12 (<1)	1	46 (1)	3	9 (<1)	33
Technology (E%)	26,314 (100)	11	2,581 (10)	2	22,073 (84)	21	205 (1)	<1	136 (1)	7	0 (0)	0	30 (<1)	1	66 (<1)	1	21,636 (82)	59	937 (4)	8	353 (1.4)	25	219 (1)	13	148 (1)	11	3 (<1)	11
Other, Technology (E%)	2,011 (100)	1	196 (10)	<1	1,767 (88)	2	1,262 (63)	3	8 (<1)	<1	4 (<1)	<1	46 (2)	1	141 (7)	1	306 (15)	1	29 (1)	<1	7 (<1)	<1	0 (0)	0	12 (1)	1	0 (0)	0

*Total headcount of students, number of student majors and total SCH may differ from earlier reports (CC-IRP 83 and 84). This report includes special students and excludes students with SCH data missing. Total SCH differs from the figure shown in CC-IRP 84 since data for that report represent updated, edited figures.

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***See above footnote for adjustments made.

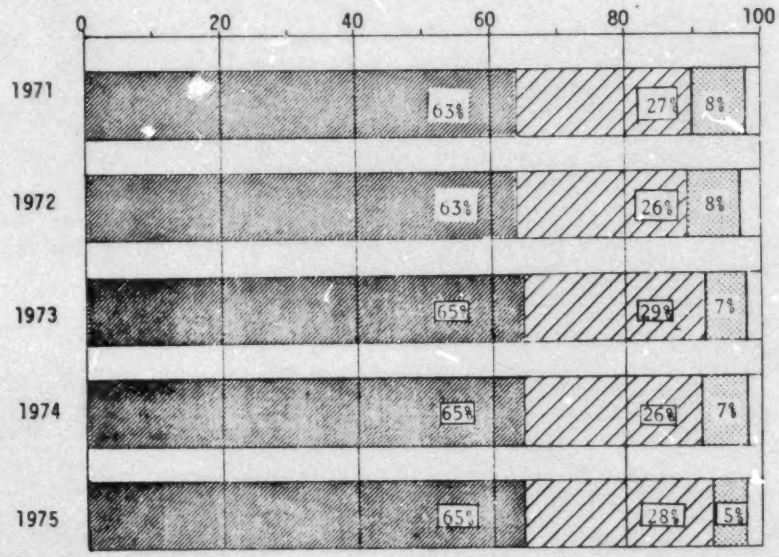
Sources: SEA Computer Reports 2524 B and C, October 15, 1975.

Figure 1
DISTRIBUTION OF SCH BY COURSE AREA AND MAJORS
Community Colleges
Fall 1971, 1972, 1973, 1974, & 1975

NOTE: Percentages for the various years differ slightly from those appearing in CC-IRP 74. (Figures were adjusted to include data on Hawaii Community College.)

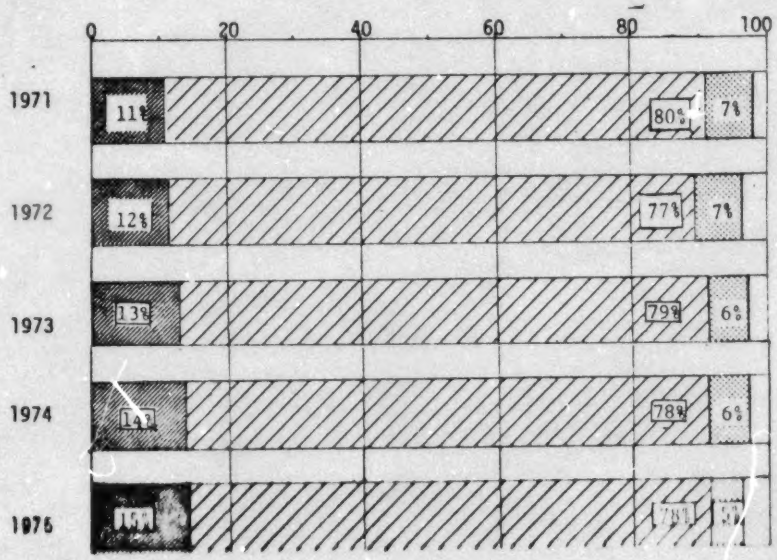
GENERAL EDUCATION COURSES:

What were the proportions taken by different majors?



VOCATIONAL EDUCATION COURSES:

What were the proportions taken by different majors?



Liberal Arts Majors
Vocational
Unclassified
Others: Includes special students and students for whom data on educational objectives were missing.

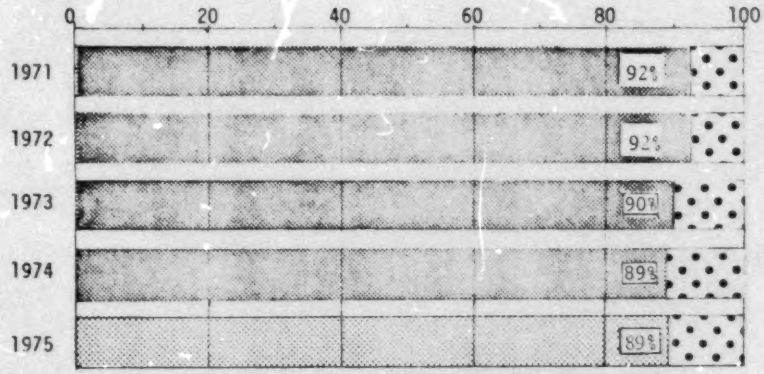
Sources: CC-IRP 74, Academic Crossover Report, Fall 1974; Table II of this report.

Figure 2
DISTRIBUTION OF SCH BY COURSE AREA AND MAJORS
Community Colleges
Fall 1971, 1972, 1973, 1974, & 1975

NOTE: Percentages for the various years differ slightly from those appearing in CC-IRP 74. (Figures were adjusted to include data on Hawaii Community College.)

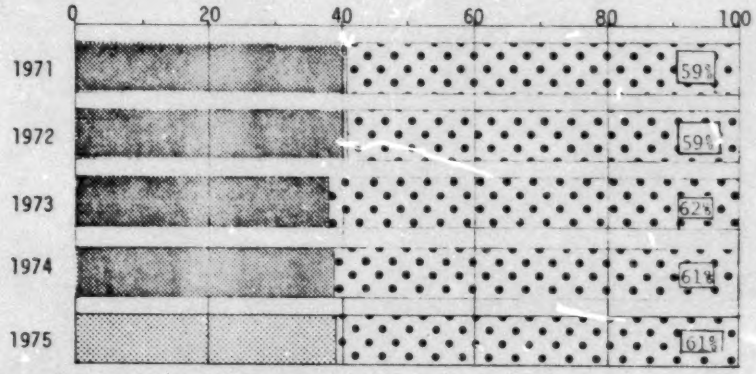
LIBERAL ARTS MAJORS:

What courses did they take?



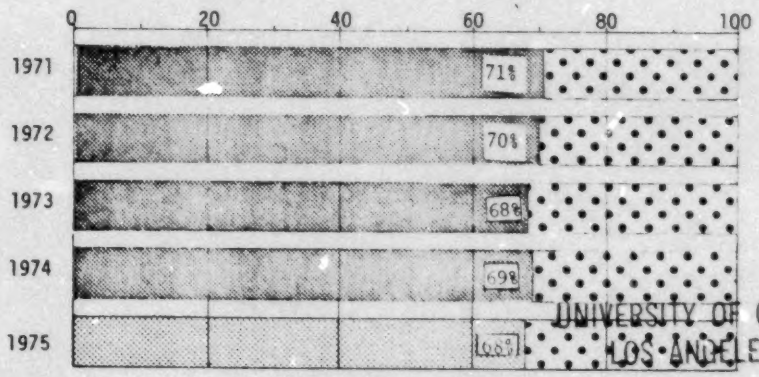
VOCATIONAL EDUCATION MAJORS:

What courses did they take?



UNCLASSIFIED STUDENTS:

What courses did they take?



UNIVERSITY OF CALIF.
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CLEARINGHOUSE FOR
JUNIOR COLLEGES

General Education Courses
Vocational Courses

Sources: CC-IRP 74, Academic Crossover Report, Fall 1974; Table II of this report.